

# The Conscious Reader

Fourth Edition

Caroline Shrodes Harry Finestone Michael Shugrue

# The Conscious Reader fourth edition

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# 

. . the unexamined life is not worth living.

—Plato, The Apology

Some years ago Alvin Toffler deplored the fact that students can finish twelve years of schooling without once asking themselves such basic questions as "What's life about? What am I here for? What's better than something else? What's worth dying for?"

Believing that the development of writing skills depends on the heightening of consciousness, the editors of *The Conscious Reader* invite students to examine and to respond to the basic questions that writers since Plato have posed. The selections included engage our interests by their style and by their focus on issues of universal concern. They reflect the continuity between past and present, serve as a catalyst to self-expression, sharpen our perceptions, and widen our sympathies. Consciousness heightened through reading develops effective writing, and the act of writing fosters self-definition. As we extend awareness by reading, we become increasingly conscious of the reservoir of memories and experiences from which to draw and the variety of forms and techniques that give shape to our writing.

Over two-thirds of the readings in this book are nonfiction prose, primarily exposition or argument. Some of the essays are personal and readily comprehensible and provide models for early writing assignments. Others, more complex, should help students develop the ability to reason abstractly. Although most of the authors included are accomplished literary stylists, others are primarily distinguished for their contributions to popular culture, science, philosophy, and psychology.

We have also included twenty-eight stories and thirty-six poems. The inclusion of imaginative literature in a composition course needs no special justification. It serves a number of important goals: to enhance the pleasure of reading, to educate the emotions as well as the mind, to stimulate original creative efforts, and to provide vicarious experience with which to test the ideas expressed in essays. The dramatic situations, vivid character portrayals, and the verbal compression of fiction and poetry also suggest techniques to enliven student writing. We are convinced more than ever that the most stim-

### XVI PREFACE

ulating as well as most economical means of helping students to develop conceptual literacy is to expose them to literate essays and imaginative literature, both of which will arrest their interest and challenge their thinking.

This Fourth Edition of The Conscious Reader includes three significant additions that enrich the central themes presented and enlarge the humanistic scope of the collection. The first addition extends our representation of genres to include drama. Antigone by Sophocles and Ibsen's Ghosts add depth to the discussion of themes such as "Men and Women" and "Freedom and Human Dignity." A new thematic section, "Professional Values," is the second addition. The personal meaning of work and career are almost as central to our culture as are personal values. The new section provides the opportunity to explore what people write about what they do and what they think about what they do. Our third innovation in this edition allows students to approach the themes through the art of painting. In choosing works to reproduce, we determined that they should be lively and colorful, that they should relate to certain themes in The Conscious Reader, and that they should elicit interesting discussions and compositions. These three extensions of the collection's scope should increase the book's versatility and its capacity to engage the reader deeply.

Each selection has a head note and suggestions for discussion and writing to help students explore multiple levels of understanding. The suggestions invite students to pay careful attention to thought and structure and to compare their experience with the vision of life expressed in the selections. Exploring cultural patterns both similar and alien to one's own should encourage a continuing dialectic in classroom discussion as well as in writing. Also to encourage discussion we have included selections that represent a wide range of academic disciplines and interests—from psychology to biology and computer science.

The thematic groupings represent a convenient division of the book. The readings begin with the search for self and move to consideration of the self in relation to others—parents, friends, and lovers. The next section focuses on culture, including discussions of both popular culture and art and society. The next section explores many facets of the world of science and technology. The readings continue with a variety of statements about our aspirations and failures to ensure a sense of freedom and human dignity for all. The book concludes with several sections on the examined life. The selections mediate between problems of education and human concerns and then return full cycle to the individual's search for meaning and value.

If there is a dominant theme in these readings, it is that neither understanding of the past nor projections of the future can eliminate conflict from our lives and that opposing forces in the self and society are a part of the human condition. Indeed, it is vital that they contend. For it is primarily through conscious recognition and expression of these conflicting forces that we may find our way to a tolerance of ambiguity and to an increased freedom of choice.

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